Intervention Program Review: Instructional Design

Intervention Program Review: Instructional Design

Submission Information

Name of Provider *

Product Title and Edition *

VA Locations Where Program is Currently Being Used *

Please list any locations in Virginia where this *exact* product is currently being used. Enter 'N/A' if this product is not currently used in Virginia.

Publication Year *

First Name of Contact Person for Review Submission *

Last Name of Contact Person for Review Submission *

[   ]

Email *

[   ]

Telephone *

[   ]

Address *

[   ]

Address 2

[   ]

City/Town *

[   ]

State/Province *

[- Select -   ]

ZIP/Postal Code *

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Provider Webpage ⑦ *

[   ]

Product Webpage ⑦ *

[   ]

The webpage that is specifically related to the program materials for review.

Are you a Virginia School Division?
_____

◯

Criterion 1: Instructional Design Worksheet

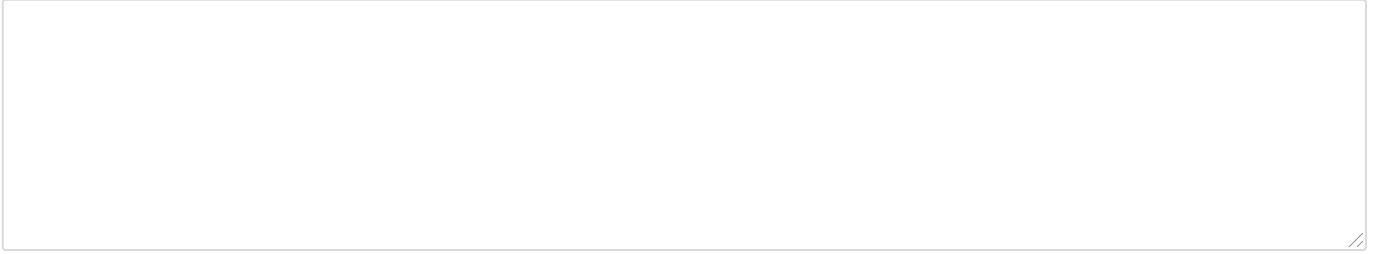*This worksheet must be completed for **all programs** submitted for review*

Indicators

Evidence

1a The program does not require or encourage three-cueing (students gaining meaning from print through semantic, syntactic or grapho-phonic cues); meaning, structure, and visual (MSV) cues, or approaches that rely on visual memory for word recognition. (Non-negotiable. If the program receives a score of "does not meet expectations" on this indicator, the rest of the program will be scored, but the program will receive an overall rating of "does not meet expectations".)
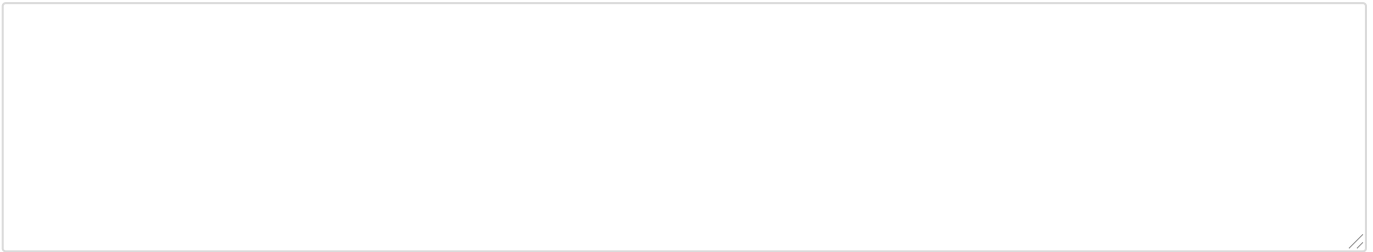
1b Location of examples that demonstrate materials and instructional approaches that support the rubric definition for a literacy intervention program.

1c Location of examples of materials which provide an evidence base for alignment with science-based reading research and includes evidence-based literacy instruction.
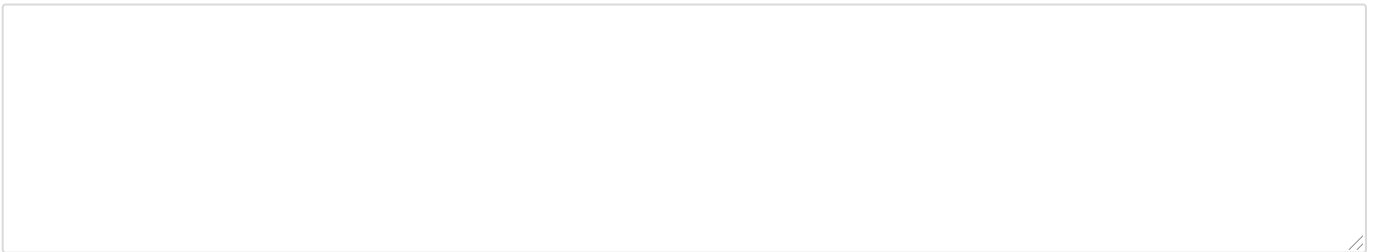
1d Location of examples that demonstrate the intervention program can be reasonably implemented within school hours and with resources that are included or readily available in a typical school setting.
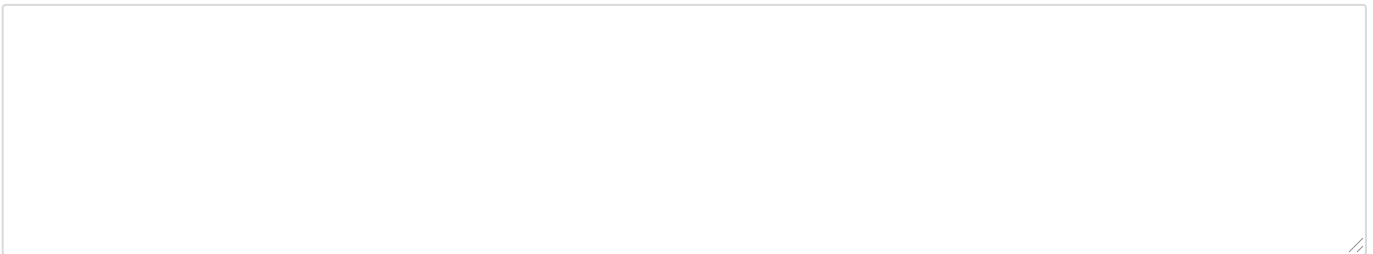
1e Location of examples that demonstrate that the intervention program is data-driven and examples that show how the program can be intensified by skill needs.

1f Location of specific examples of explicit and systematic instruction in elements necessary for reading (phonological and phonemic awareness, phonics and word analysis, fluency for automatic word recognition, vocabulary, and comprehension).

1g Location of examples that demonstrate the intervention program includes instructional materials necessary to implement the program in the areas of phonological awareness, phonics, fluency, vocabulary, and comprehension.

1h Location of examples that demonstrate the program materials include program assessment tools that are used to determine student placement.

[ ]

1i Location of examples that demonstrate the program includes instructional routines and activities elicit high levels of student response.

[ ]

1j Location of examples that demonstrate the program materials include integrated pause points and/or guidance on providing corrective feedback to students.

[ ]

1k Location of examples that demonstrate the program regularly and systematically embeds curriculum-based assessment opportunities that measure progress and inform instruction.

[ ]

Comments

[ ]

Supporting Documents

If you are uploading files, please consolidate your material into one PDF.

Assessment Materials

Please upload **or** provide a link to your Assessment Materials. A link is the preferred submission method.

Assessment Materials URL *

Login Information (if required)

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Assessment Materials File *

Choose File | No file chosen

One file only.

256 MB limit.

Allowed types: pdf, doc, docx, xls, xlsx.

Teacher's Manual

Please upload **or** provide a link to your Teacher''s Manual. A link is the preferred submission method.

Teacher's Manual URL *

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Teacher's Manual File *

Choose File | No file chosen

One file only.

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Allowed types: pdf, doc, docx, xls, xlsx.

Product Webinar

Product Webinar *

Please provide a link to brief webinar or screencast orienting reviewers to the program.

I understand the <u>VLA Requirements</u>. *

I agree to the <u>Terms of Service</u>. *

SAVE DRAFT   SUBMIT

Intervention Program Review: Usability and Support

Intervention Program Review: Usability and Support

Submission Information

Name of Provider *

Product Title and Edition *

Product Webpage (?) *

The webpage that is specifically related to the program materials for review.

Are you a Virginia School Division?
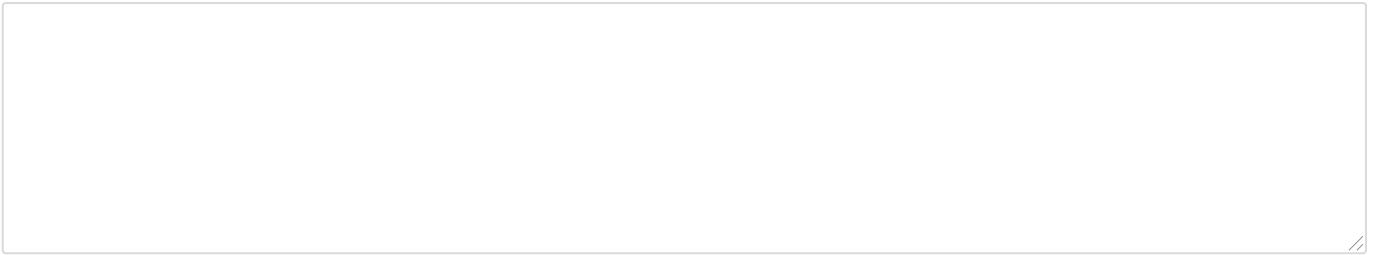
◯ Yes

◯ No

Criterion 2: Usability and Support Worksheet

*This worksheet must be completed for **all programs** submitted for review*
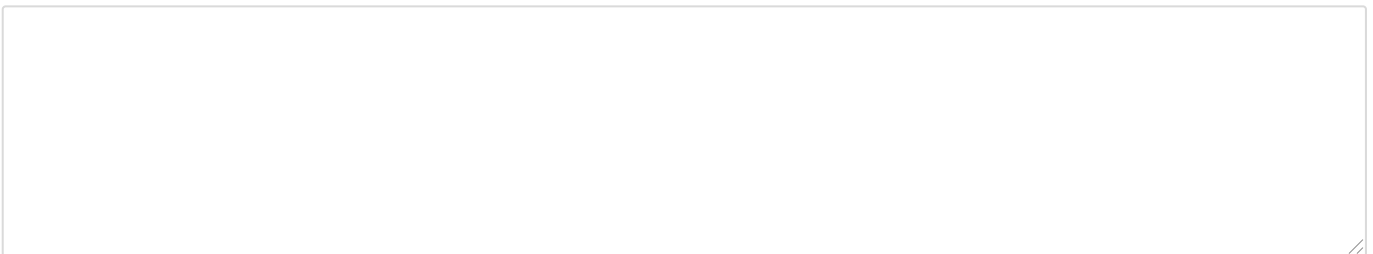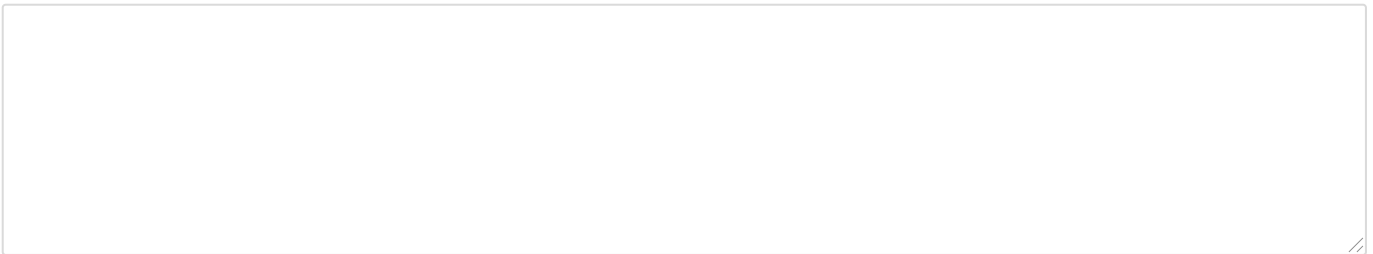
Indicators

Evidence

2a Locations of examples that demonstrate the program materials provide clear and extensive support for building the teacher knowledge needed to implement the intervention program.

```
[                                                                    ]
[                                                                    ]
[                                                                    ]
[                                                                    ]
```

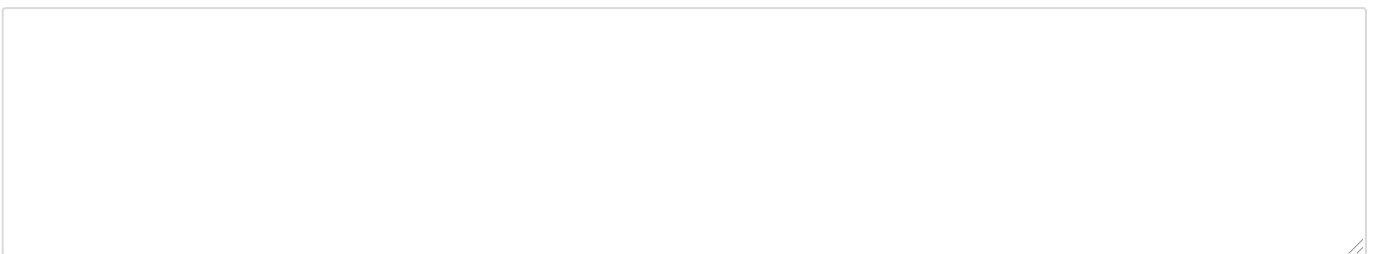2b Location of examples that demonstrate that materials provide clear organizational structures for lesson delivery.

```
[                                                                    ]
[                                                                    ]
[                                                                    ]
[                                                                    ]
```

2c Location of examples that demonstrate the materials clearly communicate information about recommended intervention group size and time requirements.

```
[                                                                    ]
[                                                                    ]
[                                                                    ]
[                                                                    ]
```

2d Location of examples that demonstrate the materials provide guidance on adjusting intensity of intervention based on student response.

```
[                                                                    ]
[                                                                    ]
[                                                                    ]
[                                                                    ]
```

2e Location of examples that demonstrate that materials provide support for teachers on supporting multilingual learners.

[ ]

2f Location of examples that demonstrate that materials support a high level of student and teacher interaction.

[ ]

2g Location of examples that demonstrate that materials include guidance for communication with parents and/or materials for at-home connection.

[ ]

2h If digital components are a part of the intervention program, provide examples of locations where materials include teacher guidance for the use of embedded technology to support and enhance student learning.

[ ]

2i Location of examples that demonstrate that the materials are easy to use and well organized for users.

[ ]

2j Location of examples that demonstrate that the teacher editions are concise and easy to manage with clear connections between teacher resources.

[   ]

Comments

[   ]

Supporting Documents

If you are uploading files, please consolidate your material into one PDF.

Assessment Materials

Please upload **or** provide a link to your Assessment Materials. A link is the preferred submission method.

Assessment Materials URL *

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Assessment Materials File *

Choose File | No file chosen

One file only.

256 MB limit.

Allowed types: pdf, doc, docx, xls, xlsx.

Teacher's Manual

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Teacher's Manual URL *

Login Information (if required)

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Teacher's Manual File *

Choose File | No file chosen

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256 MB limit.
Allowed types: pdf, doc, docx, xls, xlsx.

Product Webinar

Product Webinar *

Please provide a link to brief webinar or screencast orienting reviewers to the program.

☐ I understand the VLA Requirements. *

☐ I agree to the Terms of Service. *

SAVE DRAFT   SUBMIT

Intervention Program Review: Phonological and Phonemic Awareness

Submission Information

Name of Provider *

Product Title and Edition *

VA Locations Where Program is Currently Being Used *

Please list any locations in Virginia where this *exact* product is currently being used. Enter 'N/A' if this product is not currently used in Virginia.

Product Webpage (?) *

The webpage that is specifically related to the program materials for review.

Are you a Virginia School Division?

○ Yes

○ No

Criterion 3: Phonological and Phonemic Awareness Worksheet
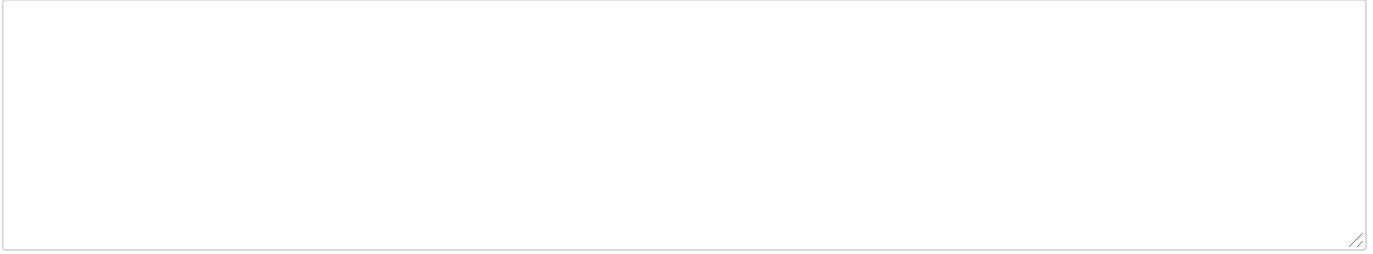
Indicators

Evidence

3a Location of a detailed scope and sequence of phonological and phonemic awareness skills.
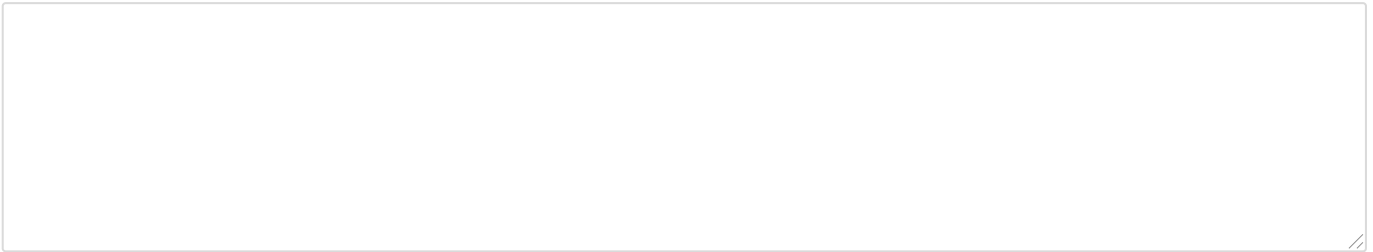
[ ]

3b Location of examples that demonstrate that phonological awareness tasks increase in difficulty over the scope and sequence.

[ ]

3c Location of examples that demonstrate the program that new skills are explicitly modeled using a gradual release model.

[ ]
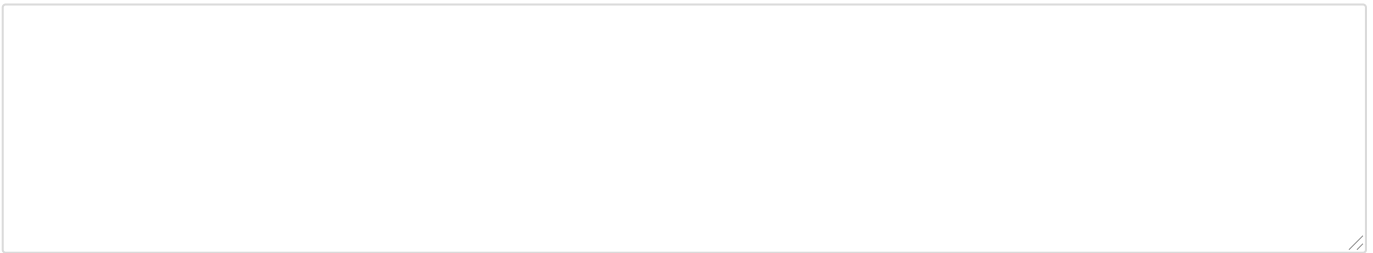
3d Location of examples that demonstrate that the materials provide explicit routines for blending and segmenting individual phonemes in words.

```


```
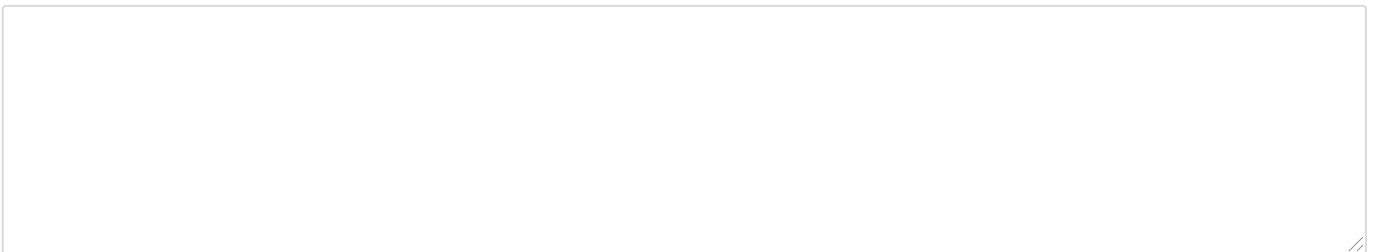
3e Location of examples that demonstrate that students have frequent opportunities to analyze spoken words at the phoneme level.

```


```

3f Location of examples that demonstrate the materials incorporate explicit instruction on the way taught phonemes look and feel in the mouth when produced.

```


```

3g Location of examples that demonstrate that phonemic awareness tasks are connected with graphemes early on in instruction.

```


```

3h Location of examples that demonstrate that instructional time is focused on high-priority skills such as isolating beginning phonemes, blending and segmenting phonemes, and distinguishing between vowel sounds.

[ ]

3i Location of examples that demonstrate that consonant blends are taught as individual phonemes when segmenting.

[ ]

3j Location of examples that demonstrate that materials incorporate the use of letters, kinesthetic movements, and/or manipulatives to support the development of phonological awareness skills.

[ ]

3k Location of examples that demonstrate that materials include specific and precise teacher language for corrective feedback.

[ ]

3l Location of examples that demonstrate the materials include tools for tracking and communicating progress to students within the program.

[ ]

3m Location of examples that demonstrate that the materials include annotations to support teachers on differentiation and scaffolding for students needing more support.

```

```

3n Location of examples that demonstrate that phonological awareness, including phonemic awareness, instruction is linked to ongoing assessment data.

```

```

Comments

```

```

Supporting Documents

If you are uploading files, please consolidate your material into one PDF.

Assessment Materials

Please upload **or** provide a link to your Assessment Materials. A link is the preferred submission method.

Assessment Materials URL *

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Login Information (if required)

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Assessment Materials File *

Choose File | No file chosen

One file only.

256 MB limit.

Allowed types: pdf, doc, docx, xls, xlsx.

Teacher's Manual

Please upload **or** provide a link to your Teacher"s Manual. A link is the preferred submission method.

Teacher's Manual URL *

Login Information (if required)

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Teacher's Manual File *

Choose File | No file chosen

One file only.

256 MB limit.

Allowed types: pdf, doc, docx, xls, xlsx.

Product Webinar

Product Webinar *

Please provide a link to brief webinar or screencast orienting reviewers to the program.

☐ I understand the VLA Requirements. *

☐ I agree to the Terms of Service. *

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Intervention Program Review: Phonics and Word Analysis

Submission Information

Name of Provider *

Product Title and Edition *

VA Locations Where Program is Currently Being Used *

Please list any locations in Virginia where this *exact* product is currently being used. Enter 'N/A' if this product is not currently used in Virginia.

Product Webpage ? *

The webpage that is specifically related to the program materials for review.

Are you a Virginia School Division?

○ Yes

○ No

Criterion 4: Phonics and Word Analysis Worksheet

Indicators

Evidence

4a. Location of a scope and sequence of phonics patterns.

[ ]

4b Location of examples that demonstrate that phonics tasks increase in difficulty from simple to complex.

[ ]

4c Location of examples that demonstrate that grapheme/phoneme instruction starts with high-utility graphemes (e.g., s, a, t, p, i, n).

[ ]

4d Location of examples that demonstrate that high-utility graphemes are connected to word types (e.g., VC, CVC) as soon as they are mastered.

[text box]

4e Location of examples that demonstrate that the phonics lesson format includes instructional routines for explicit instruction, which includes specific mention of practice.

[text box]

4f Location of examples that demonstrate that grapheme/phoneme instruction integrates the letter name, sound, and explicit instruction in how to form the letter.

[text box]

4g Location of examples that demonstrate that graphemes are explicitly taught before students practice and apply.

[text box]

4h Location of examples that demonstrate the materials provide explicit and consistent routines for blending and segmenting for decoding and encoding.

[text box]

4i Location of examples that demonstrate that the materials incorporate the use of letters, kinesthetic movements, and/or manipulatives to support the development of phonics skills.

```
[text input box]
```

4j Location of examples that demonstrate that the instruction of high-frequency words follows a plan that intentionally groups words and increases in difficulty over time.

```
[text input box]
```

4k Location of examples that demonstrate that the irregular high-frequency words are reviewed cumulatively and systematically to build mastery.

```
[text input box]
```

4l Location of examples that demonstrate that irregularities in high-frequency words are explicitly taught with attention being brought to the irregular as well as the regular graphemes.

```
[text input box]
```

4m Location of examples that demonstrate that there is cumulative review of known phoneme-grapheme combinations and words to develop automaticity.

```
[text input box]
```

4n Location of examples that demonstrate that there are frequent opportunities to read words in aligned decodable text that contain the phonics elements and irregular words taught in isolation from previous lessons.

4o Location of examples that demonstrate that the decodable texts used within the program allow the reader to make meaning.

4p Location of examples that demonstrate that there are frequent opportunities to encode words embedded within phonics lessons.

4q Location of examples that demonstrate that the materials include consistent dictation routines at sound, word, and sentence level.

4r Location of examples that demonstrate that multisyllabic word instruction includes explicit and systematic teaching of morphology.

4s Location of examples that demonstrate that the explicit instruction on common phonics principles (e.g., consonant doubling rule, vowel exceptions, soft c/g).

4t Location of examples that demonstrate the materials include guidance for communication with parents and materials for at-home connection.

4u Location of examples that demonstrate the materials include specific and precise teacher language for corrective feedback.

4v Location of examples that demonstrate that the materials include tools for tracking and communicating progress within the program.

4w Location of examples that demonstrate that the materials include annotations to support teachers on differentiation and scaffolding for students needing more support.

[ ]

4x Location of examples that demonstrate that phonics instruction is linked to ongoing assessment data.

[ ]

Comments

[ ]

Supporting Documents

If you are uploading files, please consolidate your material into one PDF.

Assessment Materials

Please upload **or** provide a link to your Assessment Materials. A link is the preferred submission method.

Assessment Materials URL *

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Login Information (if required)

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- OR -

Assessment Materials File *

[Choose File] No file chosen

One file only.

256 MB limit.

Allowed types: pdf, doc, docx, xls, xlsx.

Teacher's Manual

Please upload **or** provide a link to your Teacher''s Manual. A link is the preferred submission method.

Teacher's Manual URL *

[   ]

Login Information (if required)

[   ]

- OR -

Teacher's Manual File *

[Choose File] No file chosen

One file only.

256 MB limit.

Allowed types: pdf, doc, docx, xls, xlsx.

Product Webinar

Product Webinar *

Please provide a link to brief webinar or screencast orienting reviewers to the program.

[   ]

☐ I understand the VLA Requirements. *

☐ I agree to the Terms of Service. *

[SAVE DRAFT] [SUBMIT]

Intervention Program Review: Fluency for Automatic Word Recognition

Submission Information

Name of Provider *

Product Title and Edition *

VA Locations Where Program is Currently Being Used *

Please list any locations in Virginia where this *exact* product is currently being used. Enter 'N/A' if this product is not currently used in Virginia.

Product Webpage (?) *

The webpage that is specifically related to the program materials for review.

Are you a Virginia School Division?

○ Yes

○ No

Criterion 5: Fluency for Automatic Word Recognition

Indicators

Evidence

5a. Location of examples that demonstrate that fluency practice opportunities align with phonics scope and sequence.

[text box]

5b Location of examples that demonstrate that fluency practice opportunities increase in difficulty from simple to complex.

[text box]

5c Location of examples that demonstrate phoneme/grapheme combinations are practiced to automaticity through frequent and cumulative review.

[text box]

5d Location of examples that materials provide frequent opportunities to engage in practice of learned phonic elements at word level.

5e Location of examples that demonstrate automatic word reading is supported through extensive practice of sound-by-sound blending.

5f Location of examples that demonstrate the lesson format includes consistent instructional routines for explicit instruction, prioritizing practice time.

5g Location of examples that demonstrate materials provide frequent opportunities to engage in practice of taught irregular words within aligned connected text to support automaticity.

5h Location of examples that demonstrate materials include instructional routines for repeated readings of connected text.

[ ]

5i Location of examples that connected text increases in difficulty from highly decodable to authentic text to be read for meaning.

[ ]

5j Location of examples that demonstrate materials contain guidance on using specific strategies for reading with prosody (including expression, phrasing, and pitch).

[ ]

5k Location of examples that demonstrate materials embed teacher modeling of fluent reading.

[ ]

5l Location of examples that demonstrate the number of connected texts provided is sufficient to provide enough practice to develop automaticity with application of skills.

[ ]

5m Location of examples that demonstrate the variety and complexity of connected text is sufficient for reading for meaning.

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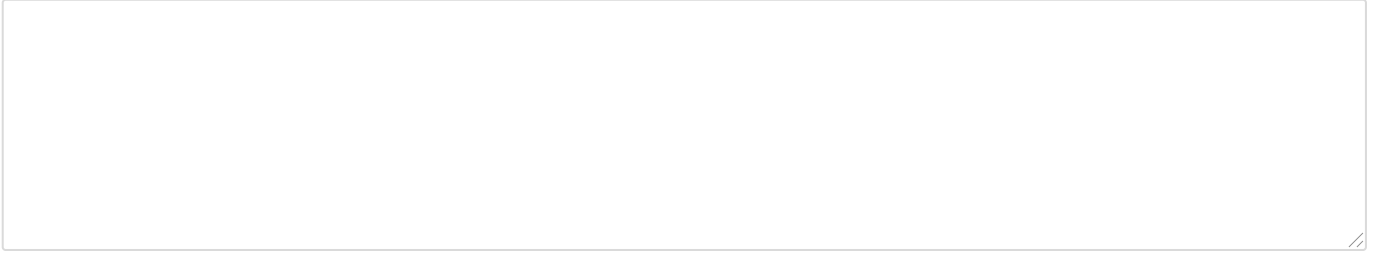
5n Location of examples that demonstrate text materials are inclusive and representative of a wide range of culturally diverse backgrounds and experiences.

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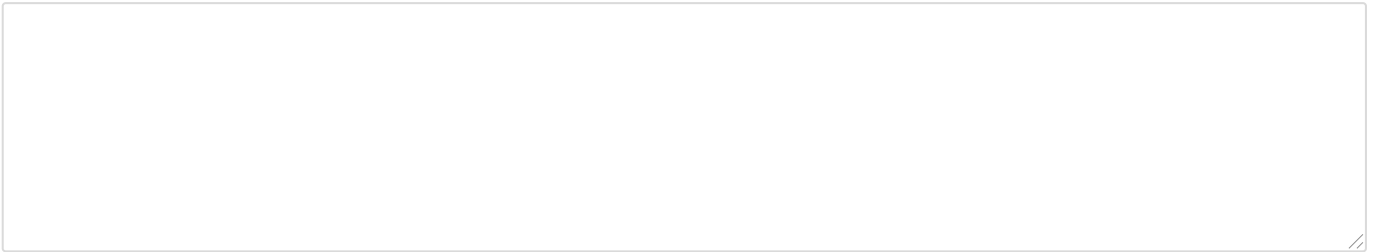
5o Location of examples that demonstrate materials provide guidance on providing corrective feedback to students while reading (confirmations and corrections).

```
                                                                          
                                                                          
                                                                          
                                                                          
                                                                          
                                                                          
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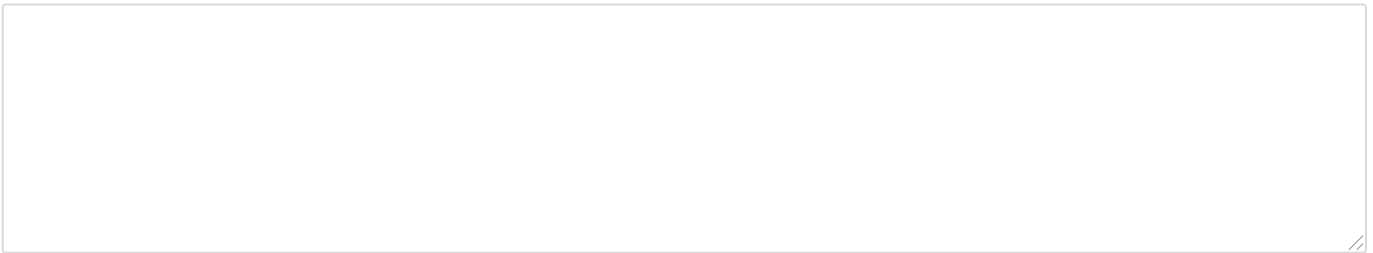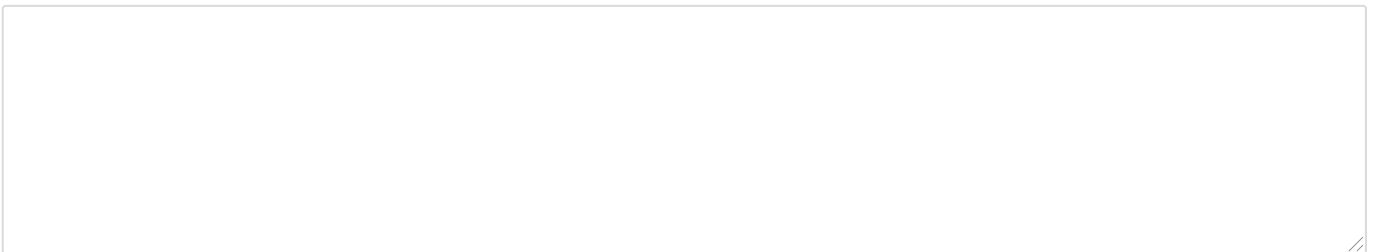
5p Location of examples that demonstrate materials include tools for tracking and communicating progress within the program.

```
                                                                          
                                                                          
                                                                          
                                                                          
                                                                          
                                                                          
```

5q Location of examples that demonstrate materials include annotations to support teachers with differentiation and scaffolding for students needing more support.

```
                                                                          
                                                                          
                                                                          
                                                                          
                                                                          
                                                                          
```

5r Location of examples that demonstrate fluency instruction is linked to ongoing assessment data.

Comments

[textarea field]

Supporting Documents

If you are uploading files, please consolidate your material into one PDF.

Assessment Materials

Please upload **or** provide a link to your Assessment Materials. A link is the preferred submission method.

Assessment Materials URL *

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Login Information (if required)

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Assessment Materials File *

Choose File | No file chosen

One file only.

256 MB limit.

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Teacher's Manual

Please upload **or** provide a link to your Teacher''s Manual. A link is the preferred submission method.

Teacher's Manual URL *

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Teacher's Manual File *

Choose File | No file chosen

One file only.
256 MB limit.
Allowed types: pdf, doc, docx, xls, xlsx.

Product Webinar

Product Webinar *

Please provide a link to brief webinar or screencast orienting reviewers to the program.

☐ I understand the VLA Requirements. *

☐ I agree to the Terms of Service. *

SAVE DRAFT   SUBMIT

Intervention Program Review: Vocabulary

Intervention Program Review: Vocabulary

Submission Information

Name of Provider *

Product Title and Edition *

VA Locations Where Program is Currently Being Used *

Please list any locations in Virginia where this *exact* product is currently being used. Enter 'N/A' if this product is not currently used in Virginia.

Product Webpage (?) *

The webpage that is specifically related to the program materials for review.

Are you a Virginia School Division?

◯ Yes

◯ No

Criterion 6: Vocabulary

Indicators

Evidence

6a Location of examples of materials that include explicit word analysis processes for predicting word meaning through application of morphology.

[ ]

6b Location of examples that demonstrate that vocabulary instruction is embedded within the intervention program scope and sequence.

[ ]

6c Location of examples that demonstrate that materials include embedded, explicit vocabulary instruction.

[ ]

6d Location of examples that demonstrate that the materials include explicit teaching of common multiple meaning words.

[Text input box]
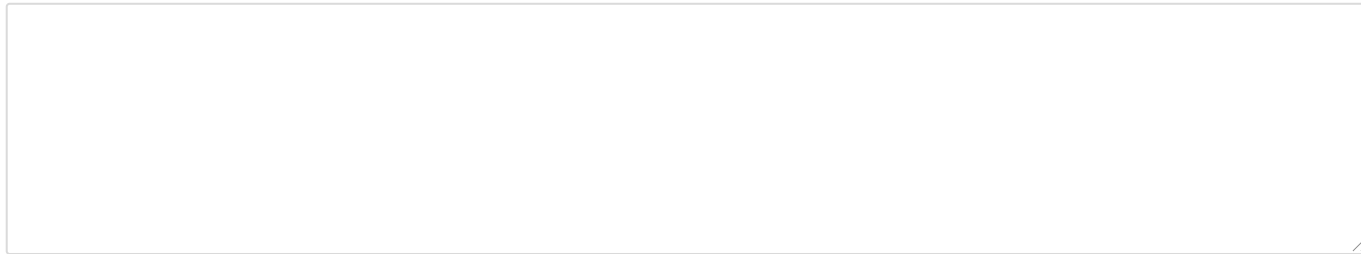
6e Location of examples that demonstrate that vocabulary words are explicitly taught using student-friendly definitions to unpack meaning.

[Text input box]

6f Location of examples that demonstrate that the words selected for explicit vocabulary instruction include Tier 2 and Tier 3 words.

[Text input box]
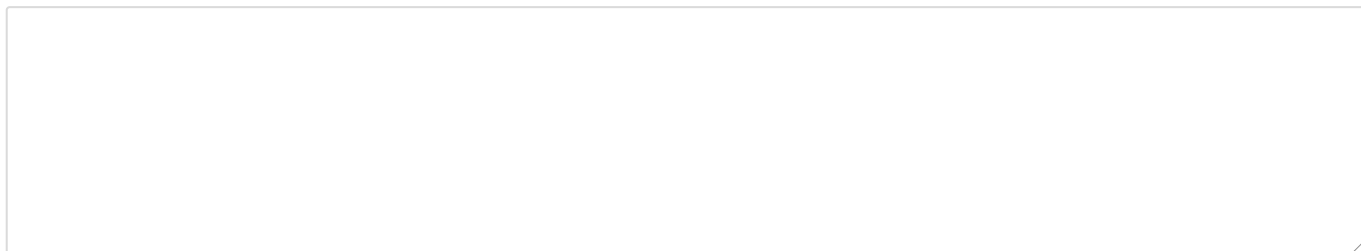
6g Location of examples that demonstrate that the materials embed review of targeted vocabulary in a variety of contexts.

[Text input box]

6h Location of examples that demonstrate that the materials activate background knowledge to connect known words to new word meanings.

[Text input box]
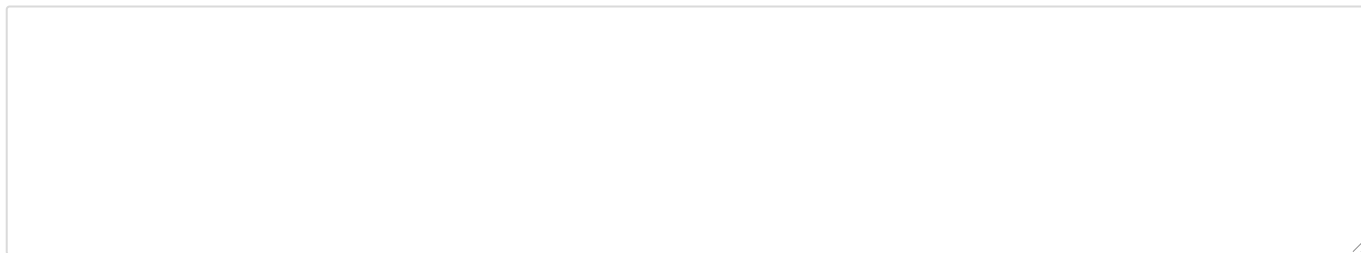
6i Location of examples that demonstrate that students are exposed to a breadth of vocabulary words through a wide range of reading experiences.
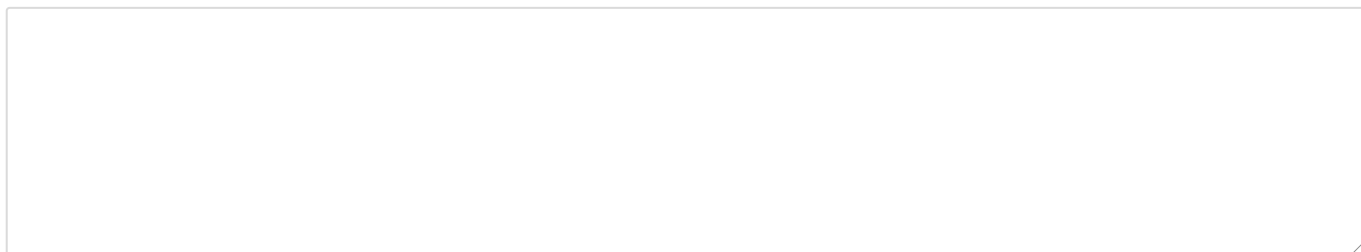
6j Location of examples that demonstrate that students are exposed to a breadth of vocabulary words through oral language experiences.

6k Location of examples that demonstrate that there are frequent opportunities for targeted vocabulary to be practiced in reading, speaking and/or writing.

6l Location of examples that demonstrate that the materials include regular opportunities and tools for students to receive immediate corrective feedback.

6m Location of examples that demonstrate that the materials include tools for tracking and communicating progress within the program.

[ ]

6n Location of examples that demostrate that materials include annotations to support teachers on differentiation and scaffolding for students needing more support.

[ ]

6o Location of examples that demonstrate that vocabulary instruction is linked to assessment data.

[ ]

Comments

[ ]

Supporting Documents

If you are uploading files, please consolidate your material into one PDF.

Assessment Materials

Please upload **or** provide a link to your Assessment Materials. A link is the preferred submission method.

Assessment Materials URL *

[ ]

Login Information (if required)

- OR -

Assessment Materials File *

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256 MB limit.

Allowed types: pdf, doc, docx, xls, xlsx.

Teacher's Manual

Please upload **or** provide a link to your Teacher''s Manual. A link is the preferred submission method.

Teacher's Manual URL *

Login Information (if required)

- OR -

Teacher's Manual File *

[Choose File] No file chosen

One file only.

256 MB limit.

Allowed types: pdf, doc, docx, xls, xlsx.

Product Webinar

Product Webinar *

Please provide a link to brief webinar or screencast orienting reviewers to the program.

I understand the <u>VLA Requirements</u>. *

☐ I agree to the Terms of Service. *

SAVE DRAFT   SUBMIT

Intervention Program Review: Text Reading for Comprehension

Submission Information

Name of Provider *

Product Title and Edition *

Product Webpage (?) *

The webpage that is specifically related to the program materials for review.

Are you a Virginia School Division?

- ( ) Yes
- ( ) No

Criterion 7: Text Reading for Comprehension

Indicators

Evidence

7a Location of examples that demonstrate materials include a detailed and vertically aligned scope and sequence with the purposes and outcomes explicitly stated.

7b Location of examples that demonstrate comprehension elements increase in difficulty from simple to complex.

7c Location of examples that demonstrate materials provide resources for developing listening comprehension of complex text for students who are not yet proficient decoders.

7d Location of examples that demonstrate materials include a wide range of text to vary exposure to sentence structures and writing styles.

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└─────────────────────────────────────────────────────────────────┘
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7e Location of examples that demonstrate language structures are explicitly taught and include sentence structures/types; parts of speech (verbs, adjectives, nouns); and syntax, semantics, and pragmatics.

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7f Location of examples that demonstrate materials provide frequent opportunities to engage with text from a variety of genres.

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7g Location of examples that demonstrate that the background knowledge necessary to understand text, that is read to or by students, is explicitly taught or activated.

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7h Location of examples that demonstrate previously taught skills and strategies are connected with new content and text.

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7i Location of examples that demonstrate materials are designed to systematically build content knowledge.
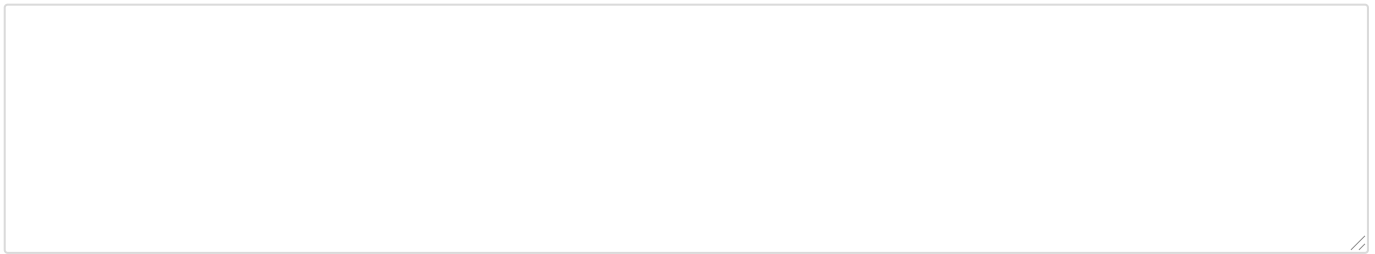
7j Location of examples that demonstrate the materials include embedded opportunities to ask and answer questions about the text.

7k Location of examples that demonstrate the materials include explicit word analysis processes for predicting word meaning through application of morphology.
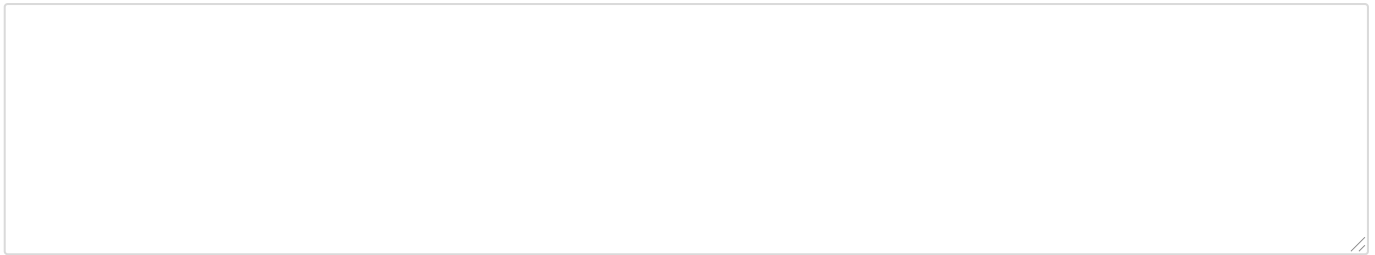
7l Location of examples that demonstrate materials engage and support students in writing to analyze, interpret, and apply content information.

7m Location of examples that demonstrate materials provide frequent opportunities through reading, speaking, and writing to respond to content.
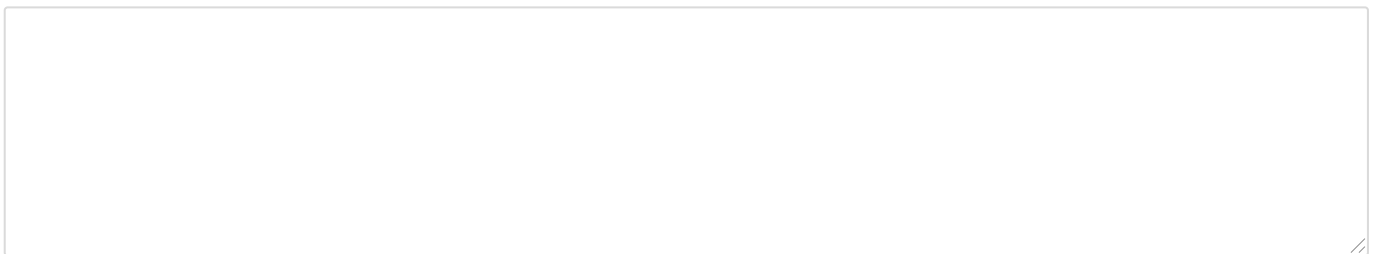
7n Location of examples that demonstrate materials offer a variety of opportunities to engage in higher level thinking.
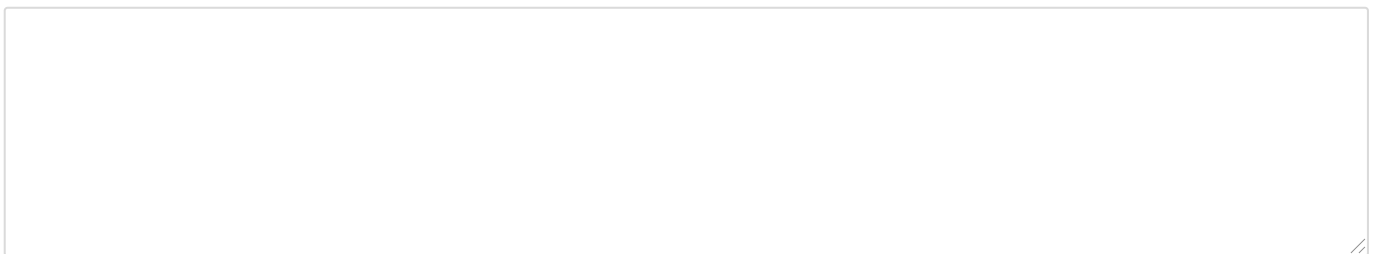
7o Location of examples that demonstrate students are explicitly taught a process for determining "the gist" of a given text.
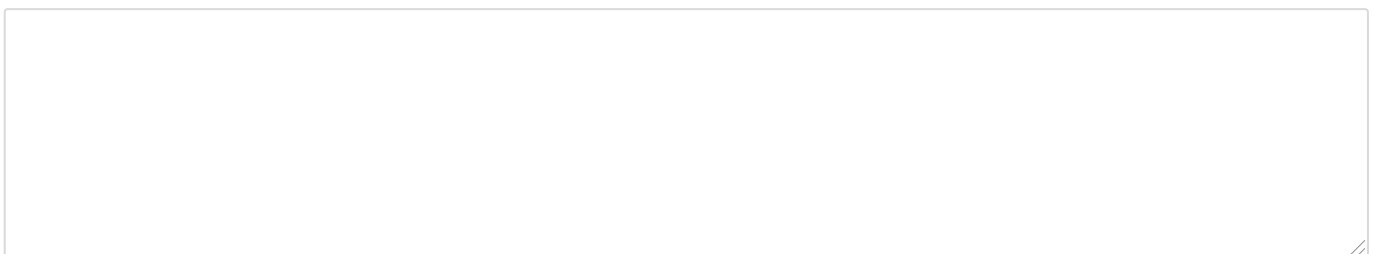
7p Location of examples that demonstrate text materials are inclusive and representative of a wide range of culturally diverse backgrounds and experiences.

7q Location of examples that demonstrate materials include guidance for communication with parents and materials for at-home connection.

7r Location of examples that demonstrate materials include regular opportunities and tools for students to receive immediate corrective feedback.

7s Location of examples that demonstrate materials include tools for tracking and communicating progress within the program.

7t Location of examples that demonstrate materials include annotations to support teachers with differentiation and scaffolding for students needing more support.

7u Location of examples that demonstrate comprehension instruction is linked to assessment data.

Comments

Supporting Documents

If you are uploading files, please consolidate your material into one PDF.

Assessment Materials

Please upload **or** provide a link to your Assessment Materials. A link is the preferred submission method.

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Product Webinar *

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